

Executive Summary School Accountability Report Card, 2006-07

For: *Mary B. Perry High School*

Address: 3100 Wright Road, Camarillo, CA 93010
Principal: Rudy Campos

Phone: 805-485-7951
Grade Span: 9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Ventura Youth Correctional Facility opened in 1962 as the Ventura School for Girls. It was a part of the California Youth Authority. The CYA received youth convicted of crimes by the juvenile court system. The mission of the CYA was treatment, education and rehabilitation. In 1970 male offenders were sent to Ventura School along with the females. In 2003 the male offenders were all transferred to other facilities. In 2005 the CYA was reorganized as part of the overall reforms of the California Department of Corrections and Rehabilitation.

School is a key component of the rehabilitation model for the juvenile offenders. The school meets the state requirements for offering high school courses of study consistent with the California Department of Education Curriculum Standards for high schools. Students may complete their high school education and also participate in vocational education offerings and community college classes. The faculty are fully credentialed, meeting the State and Federal requirements.

Student Enrollment

Group	Enrollment
Number of students	166
African American	32.4%
American Indian or Alaska Native	2.1%
Asian	0.8%
Filipino	0.4%
Hispanic or Latino	50.4%
Pacific Islander	0.8%
White (not Hispanic)	12.7%
Multiple or No Response	0.4%
Socio-economically Disadvantaged	%
English Learners	27.7%
Students with Disabilities	%

Teachers

Indicator	Teachers
Teachers with full credential	20
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

The school is currently using 18 academic and four vocational classrooms. We have a library, music room, gymnasium and swimming pool. These areas are used to provide learning environments for our students. Special programs are held in our Auditorium. The facility also participates in annual inspections and fiscal requests for minor and major capital repairs to the various rooms, buildings, and grounds.

Repairs Needed

The facility is old and in need of repairs to roofing, painting, asphalt repairs of roadways and walkways. The facility has a full time staff of Plant Operations who attempt to keep the facility running in good repair.

Corrective Actions Taken or Planned

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (grades 9-12)	0% *

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$21,525
District	\$27,306
State	\$7,521

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	N/A
Statewide Rank (from 2007 API Base Report)	N/A
2007-08 Program Improvement Status (PI Year)	N/A

School Completion

Indicator	Result
Graduation Rate	13.3%

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0%

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Mary B. Perry High School	District Name	California Education Authority
Street	3100 Wright Road	Phone Number	916-262-1500
City, State, Zip	Camarillo, CA	Web Site	http://intranet/DJJ/education/edu_home.asp
Phone Number	805-485-7951	Superintendent	Doug McKeever, Director of Programs
Principal	John Atherstone (A)	E-mail Address	Doug.McKeever@cdcr.ca.gov
E-mail Address	John.Atherstone@cdcr.ca.gov	n/a	n/a

All school site information reported in this document is the responsibility of the Principal or Acting Administrator of the school named herein. District numbers are the average of school site numbers.

School Description and Mission Statement

This section provides information about the school's goals and programs.

Mary B. Perry High School is on the campus of Ventura Youth Correctional Facility, a part of the Division of Juvenile Justice within the California Department of Corrections and Rehabilitation. The school was founded in 1962 and first accredited in 2002 by WASC. Students are sent to VYCF as a result of the Juvenile Court process. MBP also has a few adult felony commitments sent to this facility due to their age. This is the only female facility within the Division of Juvenile Justice.

Attached to the facility is the Sylvester Carraway Public Service and Fire Center. This center is primarily a male fire camp and has one unit of female fire crews. In January 2008, male offenders were sent to VYCF resulting in both male and females being housed within the facility. School is segregated between the male and female population. Class sizes are small averaging 12 or less per classroom. Students must meet the California State curriculum standards and graduation requirements at MBPHS.

Many of our students score below their contemporaries in their academic assessments and social skills. One quarter, or 25%, of the student population receives special education services.

The educational programs are designed to help each student complete high school. The school also offers vocational classes and community college classes. All classes focus on character development as well as transition back to life after incarceration. The main campus has 166 students, and 21 are high school graduates.

This section provides information about opportunities for parents to become involved with school activities.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

[illegible]

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

(a range of total students per classroom).

Subject	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English			0	0			0	0	4	3	0	0
Mathematics			0	0			0	0	6	2	0	0
Science			0	0			0	0	8	1	0	0
Social Science			0	0			0	0	9	1	0	0

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Mary B. Perry HS is within the Division of Juvenile Justice and has its own trained security. Security officers are trained, correctional peace officers of the Department of Corrections and Rehabilitation. The school has plans for various types of disturbances whether natural disaster or student disciplinary problems. Each education faculty member has a personal alarm device and also has two-way communications within each classroom to a control center. Fire drills are regularly practiced as well as other types of emergencies.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	N/A	N/A	N/A	N/A	N/A	N/A
Expulsions	N/A	N/A	N/A	N/A	N/A	N/A

As an integral component of their rehabilitation, education is mandatory for wards of the state remanded to the Juvenile Justice Division of the California Department of Corrections and Rehabilitation. Educational services continue to be delivered by our faculty regardless of the severity of the incidents in which such individuals may engage while incarcerated. For this reason, DJJ High Schools do not suspend education from any individual.

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The school is currently using 18 academic and four vocational classrooms. We have a library, music room, gymnasium and swimming pool. These areas are used to provide learning environments for our students. Special programs are held in our Auditorium. The facility is old and in need of repairs to roofing, painting, asphalt repairs of roadways and walkways. The facility has a full-time Plant Operations staff that attempts to keep the facility running in good repair. The facility also participates in annual inspections and fiscal requests for minor and major capital repairs to the various rooms, buildings, and grounds.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)		X		Classrooms need painting and rain damage repairs
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety		X		Continual vigilance on reducing paper storage and clutter for fire safety.
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds		X		Need repairs to play fields and asphalt areas
Roofs			X	Many roofs need replacement
Overall Cleanliness		X		

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary			X	

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	19	15	20	252
Without Full Credential	1	1	0	1
Teaching Outside Subject Area of Competence	0	1	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0
All Schools in District	100%	0
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

V. Support Staff

[Academic Counselors and Other Support Staff](#)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	8
Library Media Teacher (Librarian)	1.0	166
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist	1	28
Social Worker	0	n/a
Nurse	0	n/a
Speech/Language/Hearing Specialist	1	28
Resource Specialist (non-teaching)	1	n/a
Other	0	n/a

VI. Curriculum and Instructional Materials

[Quality, Currency, and Availability of Textbooks and Instructional Materials](#)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Good Quality	0
Mathematics	Good Quality	0
Science	Good Quality	0
History-Social Science	Good Quality	0
Foreign Language	Good Quality	0
Health	Good Quality	0
Science Laboratory Equipment (grades 9-12)	Not offered	0

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$22,052	\$2,264	\$19,428	\$86,000
District	\$21,712	\$1,374	\$20,338	\$88,000
Percent Difference – School Site and District	1.54%	39%	-4.6%	-2.3%
State	\$7,521	N/A	N/A	\$63,640
Percent Difference – School Site and State	65%	N/A	N/A	+26%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

MBPHS has a budget for the eligible students under Title I, Part A & B. We also have funding to support English Language Learners and Special Education students. Special augmentation was made to our budget to ensure that we focus on supporting the students who are identified through their IEP for the support needed. We also have invested in technology to support student learning that includes student computers. Additionally, we have four vocational classes that have up-to-date equipment and we provide Community College classes to high school graduates.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$58,000	\$38,525
Mid-Range Teacher Salary	\$72,000	\$61,142
Highest Teacher Salary	\$96,000	\$78,754
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	\$103,000	\$102,007
Superintendent Salary	\$74,076-160,572	\$134,261
Percent of Budget for Teacher Salaries	95%	36.7%
Percent of Budget for Administrative Salaries	2%	6.1%

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	6	5	6%	3	2.2	1	40	42	43
Mathematics	0	0	0	1.5	3.5	2	38	40	40
Science	0	0	7%	0.7	1.7	1	27	35	38
History-Social Science	0	0	0%	1.8	0.5	1	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	0	0	0	0
American Indian or Alaska Native	0			0
Asian	-	-	-	-
Filipino	-	-	-	-
Hispanic or Latino	6%	0%	0%	0%
Pacific Islander	-	-	-	-
White (not Hispanic)	0	0	0	0
Male	Not Reported	Not Reported	Not Reported	Not Reported
Female	6%	0%	7%	0%
Economically Disadvantaged	Not Reported	Not Reported	Not Reported	Not Reported
English Learners	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services	Not Reported	Not Reported	Not Reported	Not Reported

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	NA	NA	NA	NA	NA	NA	NA	NA	NA
Mathematics	NA	NA	NA	NA	NA	NA	NA	NA	NA

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	NA	NA
American Indian or Alaska Native	NA	NA
Asian	NA	NA
Filipino	NA	NA
Hispanic or Latino	NA	NA
Pacific Islander	NA	NA
White (not Hispanic)	NA	NA
Male	NA	NA
Female	NA	NA
Economically Disadvantaged	NA	NA
English Learners	NA	NA
Students with Disabilities	NA	NA
Students Receiving Migrant Education Services	NA	NA

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE includes English-language arts and mathematics components. Student scores are reported as performance levels: Not Proficient, Proficient, and Advanced. Detailed information regarding CAHSEE results can be found at the CDE Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
English-Language Arts	10%	20%	15%	29%	32%	22%	72%	68%	66%
Mathematics	14%	12%	18%	19%	22%	14%	67%	64%	67%

Subject	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
English-Language Arts	4%	9%	5%	29%	32%	22%	72%	68%	66%
Mathematics	2%	8%	6%	19%	22%	14%	67%	64%	67%

CAHSEE Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
African American	81%	19%		89%	11%	
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	60%	40%		83%	17%	
Pacific Islander						
White (not Hispanic)	58%	42%		93%	7%	
Male	76%	24%		75%	25%	
Female	64%	36%		90%	10%	
Economically Disadvantaged	66%	34%		66%	34%	
English Learners						
Students with Disabilities	14%	86%		100%		
Students Receiving Migrant Education Services						

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
5	N/A
7	N/A
9	70%

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

As an alternative school, Mary B. Perry High School's performance is measured by the ASAM program instead of the API, AYP, and PI indices.

API Rank	2004	2005	2006
Statewide	N/A	N/A	N/A
Similar Schools	N/A	N/A	N/A

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

As an alternative school, Mary B. Perry High School's performance is measured by the ASAM program instead of the API, AYP, and PI indices.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	n/a	n/a
Participation Rate - English-Language Arts	n/a	n/a
Participation Rate - Mathematics	n/a	n/a
Percent Proficient - English-Language Arts	n/a	n/a
Percent Proficient - Mathematics	n/a	n/a
API	n/a	n/a
Graduation Rate	n/a	n/a

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

As an alternative school, Mary B. Perry High School's performance is measured by the ASAM program instead of the API, AYP, and PI indices.

Indicator	School	District
Program Improvement Status	n/a	n/a
First Year of Program Improvement	n/a	n/a
Year in Program Improvement	n/a	n/a
Number of Schools Currently in Program Improvement	n/a	n/a
Percent of Schools Currently in Program Improvement	n/a	n/a

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	0	0	0	0	0	0	3.2	3.1	3.5
Graduation Rate	100%	100%	100%	100%	100%	100%	85.3	85	83

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
All Students	46	52.6%	N/A
African American	13	17.5%	N/A
American Indian or Alaska Native	1	0.4%	N/A
Asian	1	1.8%	N/A
Filipino		0.2%	N/A
Hispanic or Latino	23	24.1%	N/A
Pacific Islander	1	0.8%	N/A
White (not Hispanic)	7	7.8%	N/A
Socioeconomically Disadvantaged		52.6%	N/A
English Learners	12	12.0%	N/A
Students with Disabilities	3	12.2%	N/A

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	142
Percent of pupils completing a CTE program and earning a high school diploma	49
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	n/a
English	0	n/a
Fine and Performing Arts	0	n/a
Foreign Language	0	n/a
Mathematics	0	n/a
Science	0	n/a
Social Science	0	n/a
All courses	0	

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The school year has recently been reorganized into the traditional school year with two semesters and a summer session. MBPHS teachers either have full credentials or are fulfilling their preliminary credential requirements. All teachers have received SDAIE or CLAD instructional strategies for working with students who are below grade level. The average teacher has spent over 10 years working with students in the correctional setting. All classes are aligned with the state standards and meet the graduation requirements of the State. Additionally, our math and ELA teachers have been involved in specific training to teach the adopted curriculum to our students. As a high school, we have been involved in WASC accreditation. Faculty members have served on leadership team and focus group committees. The school is preparing for another accreditation visit in 2009. The greatest need is for the school to use student assessment data to focus discussion about needed changes in instruction and addressing student needs for success as lifelong learners. The school calendar has sufficient non-instructional periods for the faculty to meet and address improving the instructional program.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	0	36,000
1	0	50,400
2	0	50,400
3	0	50,400
4	0	54,000
5	0	54,000
6	0	54,000
7	0	54,000
8	0	54,000
9	64,800	64,800
10	64,800	64,800
11	64,800	64,800
12	64,800	64,800

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	232	180 days
10	232	180 days
11	232	180 days
12	232	180 days

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Throughout the school year, one afternoon per week is set aside for Case Conference. This is a shared time with Correctional Counselors and educators reviewing the progress of individual students. All behaviors, programs, accomplishments and disciplinary action items are reviewed and summarized into a quarterly written report for the YAC Committee. These reports are foundational to recommending parole to a student. The time spent in these meetings is designed to have the entire community review the positive and negative progress of each student.